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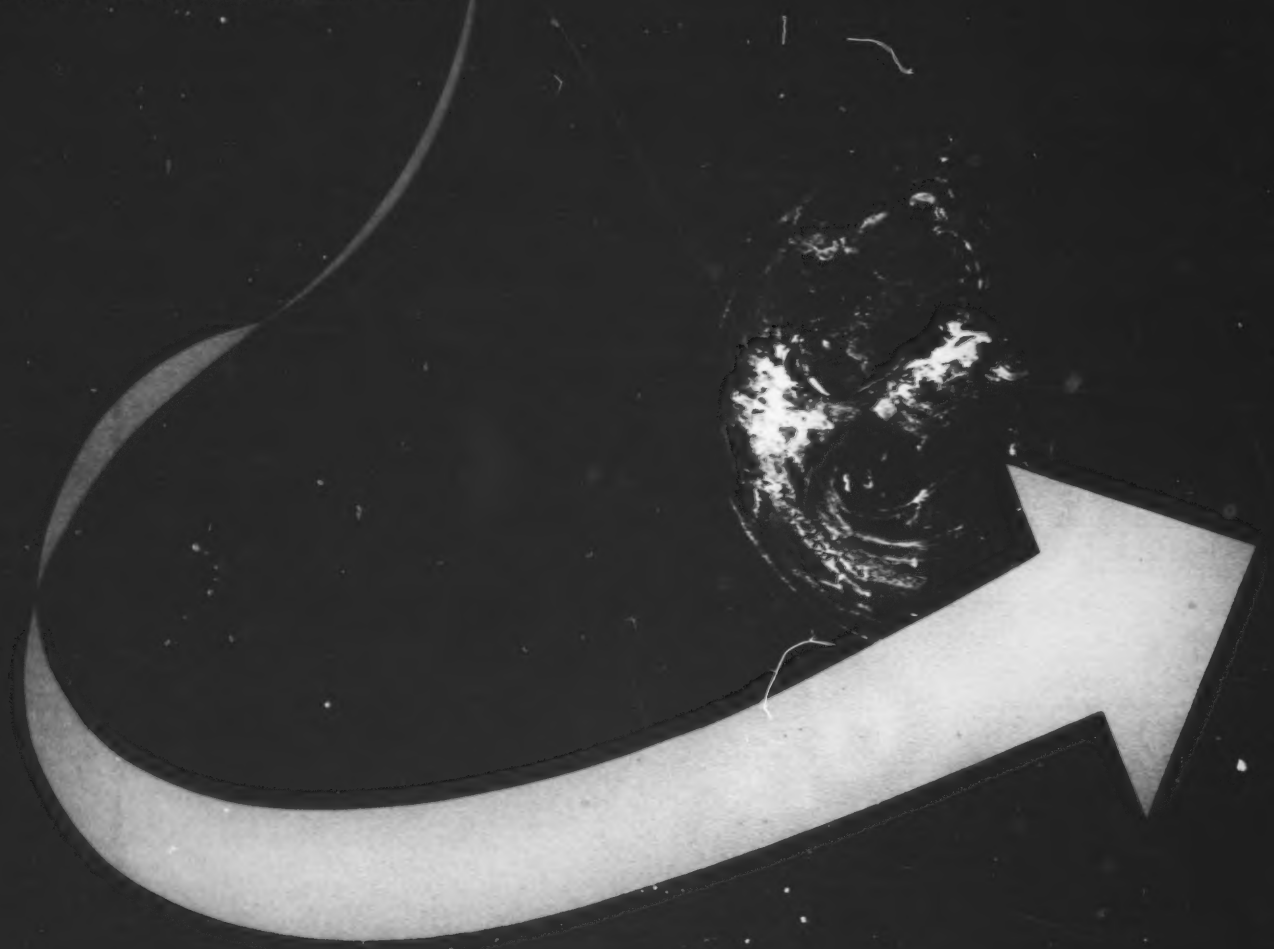
ABSTRACT

This progress report provides interested groups, organizations, agencies, employers, and individuals with information on the state of vocational education in South Carolina. Part I is an overview of vocational education in the state. It discusses these curriculum thrusts: comprehensive career guidance program; competency-based curriculum materials; minimum program competencies, competency profiles/certificates, and test item development; applied courses; and basic skill reinforcement. The major objectives and mission of vocational education are outlined, and partnerships for economic development are highlighted. Descriptions follow of instructional programs that are being operated; offerings within each program are listed. Special programs, projects, and services are briefly considered. Part II is a progress report for 1987-88, which was the final year in the three-year vocational education planning cycle. Significant accomplishments in relation to each three-year vocational education goal are discussed under these headings: program coordination, program improvement, program expansion, program innovation, and planning and accountability. The next section shows the vocational education enrollment for the period and discusses the special populations served. A final chart illustrates the expenditure of funds. (YLB)

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1988-89
SOUTH CAROLINA
VOCATIONAL EDUCATION
MINI-PLAN: PROGRESS REPORT

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INTRODUCTION:



Dr. Moody Oswald, Director
Office of Vocational Education

The theme of this year's mini-plan/progress report underscores the fact that vocational education in South Carolina continues to provide its students with a competitive edge in tomorrow's world. This competitive edge reflects the dedicated partnership of business, industry, labor, government, education and community leaders all over South Carolina that have been working together to ensure that vocational education students receive high quality academic, occupational and leadership instruction/training to adequately prepare them for today's and tomorrow's work force. Effective partnerships at both the State and local community levels make possible the continuous upgrading of vocational education program quality and relevancy. This in turn enhances the quality of the workforce and promotes economic development throughout the State.

The 1988 - 89 Mini-Plan/Progress Report is intended for all interested groups, organizations, agencies, employers and individuals in South Carolina concerned with vocational education in our State. It is my sincere hope that this publication will prove to be informative and useful.

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I. VOCATIONAL EDUCATION OVERVIEW

A. CURRENT CURRICULUM THRUSTS

The foundation provided by the Vocational Education Program Standards, adopted in 1980, and the Education Improvement Act of 1984 regulations addressing relevant vocational education programs provide a mechanism for planning, evaluating and strengthening vocational education programs. In addition, the standards and regulations have established a solid foundation for the support of future vocational education improvements, exemplified by the following curriculum thrusts:



1. Comprehensive Career Guidance Program

A comprehensive career guidance program for students in grades K through 12 has been developed. This program will provide the framework for local school districts to evolve a program which will meet the specific needs of their district's students. Resource materials are available through the Office of Vocational Education - Guidance and Career Education unit - for all grade levels in this program.

2. Competency-Based Curriculum Materials

Competency-based vocational education, an instructional process designed to improve teaching and learning, refers to vocational programs in which required competencies and standards are specified in advance of instruction. Competency-based curriculum materials have been developed and inserviced in all vocational program areas. Local school districts reported in their annual progress reports for 1987-88 that 3,756 vocational education programs/courses, 90.0% of all vocational education programs/courses offered during the year, utilized competency-based curriculum materials. A handbook titled, **Implementing Competency Based Instruction in South Carolina** has been widely disseminated and inservice education for administrators and teachers has been provided.

3. Minimum Program Competencies, Competency Profiles/Certificates and Test Item Development

Minimum program competencies have been developed for all vocational programs/courses. The competency lists reflect basic entry-level skills and knowledge essential for successful employment. The competencies can be used as the basis for updating and for modifying curriculum and for planning and implementing articulation agreements with comparable programs at the post-secondary level. In addition, the competencies provide the basis for development of competency profiles/certificates and criterion-referenced test items for occupational programs/courses.

During the 1987-88 school year, competency profiles and certificates of achievement were developed for 57 programs/courses, 26 additional profiles/achievement certificates will be developed during FY 1988-89.

Since 1986, competency test item banks have been developed in 33 programs/courses. Competency tests are being randomly generated from the test banks for piloting and/or readministration statewide. The major purpose of the testing program is to provide local school districts with a diagnostic tool for evaluating and improving specific areas of their vocational instructional programs and services.

4. Applied/Related Courses

The following new courses have been implemented and/or are being adapted for implementation in South Carolina: Applied Physics-The Principles of Technology; Applied Mathematics (curriculum is currently under revision) and Applied Communications, a language arts course. A fourth course, Applied Biology/Chemistry is being developed by the Center for Occupational Research and Development (CORD). South Carolina is a member of the design team. When fully developed and implemented, these related/applied courses will strengthen the concept of applied teaching to enhance academic skills in the context of work-related and practical problem solving learning activities. The Office of Vocational Education, in cooperation with the Office of General Education, is promoting the courses and encouraging vocational and non-vocational educators to work together to develop local strategies for strengthening the academic foundation of all vocational students.

5. Reinforcing Basic Competencies Through Vocational Education

The following curriculum products have been widely disseminated/inserviced to vocational and non-vocational educators:

- **Reinforcing Basic Skills Through Vocational Education** A guide for administrators to use in planning, updating and/or modifying instruction.
- **Teaching and Testing Our Basic Skills Objectives** Contains activities to help students develop basic skills.
- **Basic Skills Word Lists and Sample Lesson Plans** Word lists/definitions have been developed for each program area from the South Carolina Basic Skills Word Lists; the lesson plans provide samples relating to the basic skills objectives for teachers to use as a guide in developing additional lesson plans.
- **Teaching Reading in Vocational Education** A guide for teachers to use in working with special education students or as a supplemental resource to existing materials.

The Southern Regional Education Board has assisted in the formation of a consortium of southeastern states to advance, apply and evaluate approaches that will strengthen the development of the basic competencies of vocational students. South Carolina is one of the founding states and is actively participating in the activities and projects of the consortium. Two pilot sites, Cherokee County School District and Oconee County School District, have been established to implement and evaluate the goals and objectives of the consortium projects.

I. VOCATIONAL EDUCATION OVERVIEW

B. MISSION AND MAJOR OBJECTIVES

Vocational education is an integral component of public education in South Carolina providing individuals, both secondary students and adults, an opportunity to attain occupational competencies and related academic instruction. The system is dedicated to helping all individuals realize their vocational objectives and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires and abilities.

The mission of vocational education is to enhance the economic development process of South Carolina by providing persons of all ages the opportunities to acquire career competencies for the work place and/or a foundation for career development through higher education.

The major objectives of vocational education and strategies for achieving these objectives include:

1. **To begin career awareness and exploration at an early age**, by: making career information available to the primary through intermediate grades; conducting career awareness staff development programs; developing meaningful vocational exploratory programs; and, utilizing the South Carolina Occupational Information System.
2. **To develop occupational and related academic competencies for meaningful employment**, by providing: instruction to secondary students utilizing modern equipment and latest techniques; opportunities for on-the-job training in local business and industry; instruction in Job Seeking and Job Keeping Skills; and, placement opportunities in employment or higher education.
3. **To prepare for the present and future economic development needs of South Carolina**, by: conducting assessments of business/industry and students to assure relevancy of new and existing programs; implementing new vocational courses designed to meet projected employment demand; and, maintaining contact with local business and industry, institutions of higher learning, and operating effective advisory committees and councils.

C. PARTNERSHIPS FOR ECONOMIC DEVELOPMENT

In South Carolina, vocational education, government and employers are partners in a coordinated approach to promote economic development and to utilize and develop the state's most valuable resource--its people. South Carolina has a state government and a vocational education system that is responsive to the needs of the business/industrial sector of the state. Government and education are based on the premise that full employment is the key to social and economic progress.

In addition to the vocational education programs offered for youth at the secondary level, adult vocational education opportunities are also offered. Over 28,000 adult citizens in South Carolina participated in programs offered in 50 local educational agencies during the period 1985-86 through 1987-88.

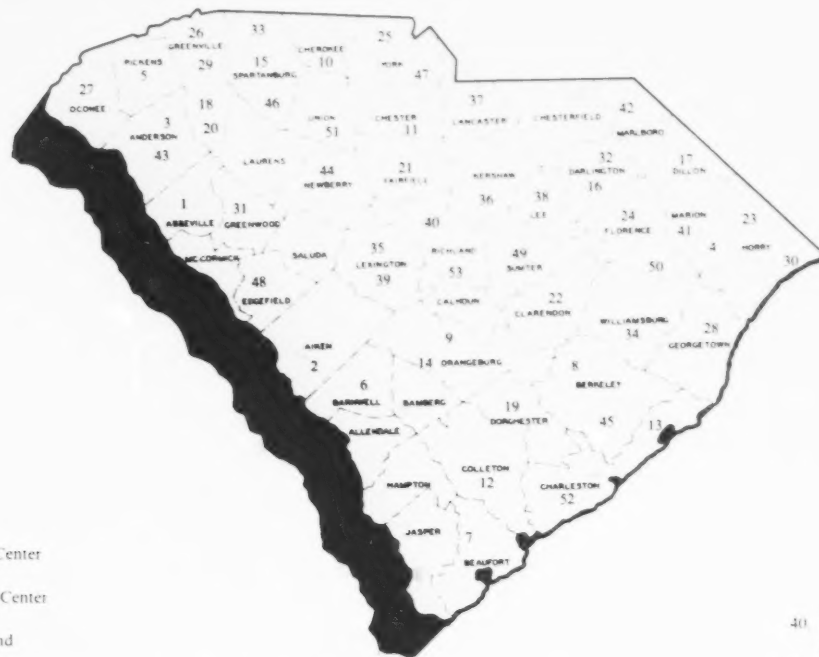
Vocational education provides opportunities to serve: 1) adults who are unemployed and need to be retrained to reenter the work force; 2) adults who are employed but need additional training to upgrade existing occupational skills; 3) persons who have completed or left high school and desire to enter an organized program of study for which credit is not given toward an associate or other degree.

Local education agencies in concert with the Office of Vocational Education sponsor seminars involving local business and industry leaders to identify needs and develop strategies for enhancing partnerships between education and the private sector. The major objectives of this activity, Building Industry Education Partnership Seminar, are to: 1) improve linkages between education and the private sector, 2) identify common concerns, expectations, needs, resources, training programs and interests of education and the private sector, 3) develop methods and alternatives as to education's capabilities to serve the private sector, 4) develop common strategies focusing upon the various roles in economic development, and 5) strengthen the communications network between education and the private sector. During the period 1985-86 through 1987-88, seventy-seven seminars were held throughout the state reaching approximately 6,500 citizens.



D. DELIVERY SYSTEM

Vocational education is provided through a dynamic network of fifty-three (53) area vocational centers located throughout South Carolina. In addition, vocational programs are provided in two hundred and twenty-two (222) secondary high schools.



1. Abbeville County Career Center
Abbeville, 29620
2. Aiken County Vocational Center
Langley, 29834
3. Anderson Districts One and
Two Career Center
Williamston, 29697
4. Aynor-Conway Career Center
Conway, 29526
5. B. J. Skelton Career Center
Easley, 29640
6. Barnwell County Area Vocational Center
Blackville, 29817
7. Beaufort-Jasper Career Education Center
Ridgeland, 29936
8. Bonneau Vocational Center
Bonneau, 29431
9. Calhoun-Orangeburg Vocational Center
Orangeburg, 29115
10. Cherokee Area Vocational Center
Gaffney, 29340
11. Chester County Career Center
Chester, 29706
12. Colleton County Area Vocational Center
Walterboro, 29488
13. Cooper River Educational Occupational
Center
North Charleston, 29406
14. Cope Area Vocational Center
Cope, 29038
15. Daniel Morgan Vocational Center
Spartanburg, 29302
16. Darlington Career Center
Darlington, 29532
17. Dillon County Area Vocational Center
Dillon, 29536
18. Donaldson Vocational Training Center
Greenville, 29605
19. Dorchester County Career Center
Dorchester, 29437
20. Enoree Area Vocational Center
Greenville, 29609
21. Fairfield County Vocational Center
Winnshoro, 29180
22. F.E. DuBose Area Vocational Center
Manning, 29102
23. Finklea Career Center
Loris, 29569
24. Florence Area Vocational Center
Florence, 29501
25. Floyd D. Johnson Vocational Center
York, 29745
26. Foothills Vocational Center
Taylors, 29687
27. Fred P. Hamilton Career Center
Seneca, 29678
28. Georgetown Career Center
Georgetown, 29442
29. Golden Strip Vocational Center
Greenville, 29607
30. Grand Strand Career Center
Myrtle Beach, 29577
31. Greenwood County Vocational Facilities
Greenwood, 29646
32. Hartsville Career Center
Hartsville, 29550
33. H.B. Swofford Area Vocational Center
Inman, 29349
34. Hemingway Area Vocational Center
Hemingway, 29554
35. Irmo-Chapin Career Center
Columbia, 29210
36. Kershaw County Vocational Center
Camden, 29020
37. Lancaster Vocational Education Center
Lancaster, 29720
38. Lee County Vocational Center
Bishopville, 29010
39. Lexington One Area Vocational Center
Lexington, 29072
40. Lynhaven Career Center
Columbia, 29204
41. Marion County Vocational Center
Marion, 29571
42. Marlboro Area Vocational Center
Bennettsville, 29512
43. McDuffie Vocational High School
Anderson, 29621
44. Newberry County Vocational Center
Newberry, 29108
45. Oakley Vocational Center
Moncks Corner, 29461
46. R.D. Anderson Area Vocational Center
Moore, 29369
47. Rock Hill Career Development Center
Rock Hill, 29730
48. Strom Thurmond Vocational Center
Johnston, 29832
49. Sumter County Career Center
Sumter, 29150
50. Timmonsville Career Center
Timmonsville, 29161
51. Union County Vocational Center
Union, 29379
52. W. Gresham Meggett Education
Occupation Center
Charleston, 29412
53. Wilson Vocational Center
Columbia, 29206

For Additional Information Contact:

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I. VOCATIONAL EDUCATION OVERVIEW

E. INSTRUCTIONAL PROGRAMS AND OFFERINGS

AGRICULTURAL EDUCATION

Agricultural Education programs are designed to provide opportunities to students who are interested in the broad area of agriculture. The programs prepare students for careers in agricultural production and agribusiness. Opportunities are provided in the field of forestry, horticulture, agricultural mechanics, livestock, natural resources, and others. Programs are adapted to the needs of the community and student interests. Skills are provided for job placement, entry into production, or advanced education and technical training.



PROGRAM OFFERINGS:

Agricultural Chemicals
Agricultural Mechanics
Agricultural Production
Agricultural Production,
 Business Management
Agricultural Products
Agricultural Sales and Services
Agricultural Science

Environmental & Natural Resources
Farm Diesel Technology
Floriculture
Forestry
Livestock Management
Ornamental Horticulture
Forest Products Harvesting
Turf and Lawn Management



BUSINESS EDUCATION

Business Education programs offer educational opportunities for all secondary students in the development of knowledge and skills needed to function on a day-to-day basis in a complex economic society. The business education curriculum prepares students for employment in business or for further education in postsecondary institutions. Computer education is an important component of the program of study. Even though technology is constantly changing, the basic skills and concepts learned in business education courses can always be applied effectively. Courses are clustered to maximize student specialization in the areas of Accounting and Com-

puting Occupations, Administrative Support Occupations, Information Systems Occupations, and Intensified Business Occupations.

PROGRAM OFFERINGS:

Accounting
Accounting II with Computer Applications
Business Communications
Business Computer Applications
Business Data Processing
Business English
Business Entrepreneurship
Business Law
Business Mathematics
Business Principles and Management
Computer Programming
Intensified Business Occupations
Introduction to Business
Introduction to Computers in Business Ed.
Keyboarding
Keyboarding/Typewriting I
Machine Dictation & Transcription
Office Machines

Office Production Lab
Office Supervision and Management
Personal Shorthand
Personal Typing
Record Keeping
Shorthand
Typewriting
Typewriting II - Office Supervision
 and Management
Typewriting II - Shorthand II
Word Processing

Business Education Clusters

Accounting and Computing Occupations
Administrative Support Occupations
Information Systems Occupations
Intensified Business Occupations

HEALTH OCCUPATIONS EDUCATION

Health Occupations Education programs are designed to provide students interested in a health career the body of related subject matter and planned learning experiences essential to making informed decisions about a health career. The curriculum in both the secondary and post-secondary (adult) programs combines classroom/laboratory instruction with on-the-job work experience. Emphasis is placed on defining the role and responsibility of members of the health care team, developing skills and knowledge that will prepare the student for immediate employment, and developing in the student a realistic self-perception of abilities, interests and goals as they relate to a career objective. Health Occupations Education programs are available to secondary students in the eleventh and twelfth grades and to high school graduates and/or adults at the post-secondary levels.



PROGRAM OFFERINGS:

SECONDARY

Health Occupations Education
Practical Nursing (Phase I)

POST SECONDARY (ADULT)

Dental Assisting
Practical Nursing (12 Month)
Practical Nursing (Phase II)
Operating Room (or Surgical) Technician



HOME ECONOMICS EDUCATION

Consumer and Homemaking Education programs provide learning experiences to increase the students' awareness of their responsibilities toward the improvement of individual, family and community life. By focusing on environmental factors which affect the family, such as teenage pregnancy, substance abuse, malnutrition, sub-standard housing, and consumerism, students develop decision-making skills which assist them in becoming successful in the roles of wage earner and family member. Occupational home economics programs emphasize skills for gainful employment in many occupations that utilize home economics knowledge, skills, and service. Cognitive content and instructional activities are intended to provide students with information and technical training of improved techniques and procedures to assist students understand the world of work and to

develop characteristics essential for employment. Course content is based on special knowledge, skill, and competencies unique to the particular occupational area.

PROGRAM OFFERINGS:

CONSUMER & HOMEMAKING EDUCATION

Child Development
Clothing & Textiles
Consumer & Homemaking
Consumer Education
Education for Parenthood
Family Life Education
Foods and Nutrition
Housing and Home Furnishings
Human Sexuality

OCCUPATIONAL HOME ECONOMICS EDUCATION

Child Care Services
Clothing Services
Food Services
Housing & Home Furnishing Services
Institutional & Home Management Services

I. VOCATIONAL EDUCATION OVERVIEW

E. Instructional Programs and Offerings

INDUSTRIAL TECHNOLOGY EDUCATION

Industrial Technology Education is a new course being implemented to replace Industrial Arts Education that provides hands-on exploratory experiences and insights into technology and career opportunities. It is designed to provide manipulative operations and experiments with tools, materials, processes, and products, directly related to four occupational clusters. The major functions of Industrial Technology Education are to: provide students a foundation in safety, the use of tools, equipment and materials, and familiarity with occupationally specific nomenclature; and, serve as a foundation for a feeder program into occupationally specific programs so students can make decisions as to their compatibility with

various occupational areas requiring technological knowledge. The four occupational clusters are: Communication and Media Technology; Construction Technology; Manufacturing Technology; and, Transportation/Power and Energy Technology.



PROGRAM OFFERINGS:

Industrial Technology Education

Industrial Arts Lab

Mechanical Drawing



MARKETING EDUCATION

Marketing Education programs provide training for students in marketing, merchandising, management and entrepreneurship. Students are provided with the opportunity to develop skills which are needed for entry-level and advanced positions in three general areas: Marketing, Fashion Merchandising and Hotel/Motel Industries. Instruction is based on a national core curriculum model which includes the areas of instruction: economic foundations, human resources foundations, marketing and business fundamentals, product/service planning, purchasing, pricing, marketing-information management, distribution, financing, promotion, visual merchandising, selling and risk management.

PROGRAM OFFERINGS:

Entrepreneurship for Marketing
Fashion Merchandising
Introduction to Marketing
Marketing of Hotel/Motel Services
Marketing Management

Marketing and Merchandising
Marketing Principles
Selling
Sales Promotion

PREVOCATIONAL EDUCATION

Prevocational Education is a program through which students have occupational exploration experiences and are provided guidance services to help them identify their abilities and interests leading to the selection of one or more careers. The main objective is to provide an opportunity for students to explore a variety of areas of vocational instruction with emphasis on communicative, computational and quantitative skills, occupational information and civic responsibilities in conjunction with exploratory occupational training.



PROGRAM OFFERING:

Prevocational Education



TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education programs are planned and developed to meet the needs of the trade occupations and industry in a multitude of vocations. Instructional programs are designed to provide students with competencies for entry level and advanced positions. The trade and industrial education curriculum combines laboratory and academic classes to teach the student modern technological concepts, safety awareness, and work attitudes. In addition, manipulative skills and knowledge necessary for employment in the trade occupations and industry are emphasized.

PROGRAM OFFERINGS:

Air Conditioning and Heating
Appliance Repair
Automotive Body Repair
Automotive Mechanics
Automotive Services
Barbering
Building Construction Cluster
Business Machine Repair
Cabinet Making
Carpentry
Commercial Art
Commercial Garment and Apparel Const.
Communication Electronics
Computer Electronics
Cooling and Refrigeration
Cosmetology
Diesel Engine Mechanics
Drafting (Architectural; Mechanical)

Electricity (Residential; Industrial)
Facility Maintenance
Graphic Communications
Industrial Electronics
Industrial Maintenance Mechanics
Machine Tool Operation
Marine Maintenance
Masonry
Metal Fabrication
Painting and Decorating
Plumbing
Sheet Metal
Small Engine Repair
Tailoring
Textile Production
Tile Setting
Welding

RELATED COURSES/OTHER OFFERINGS

Applied Vocational Mathematics
Principles of Technology (Applied Physics)
Applied Communications (under development)
Applied Biology/Chemistry (under development)
Experimental Program Offerings (meet unique local needs)

STUDENT ORGANIZATIONS

Student organizations are recognized and operated as an integral part of the instructional programs of the various vocational education service areas. The activities of the student organizations contribute to the civic, leadership, and skill development of the student members. The Office of Vocational Education, Program Planning and Development Section, sponsors, manages and/or promotes the activities of the following vocational student organizations: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Health Occupations Students of America (HOSA), and Vocational Industrial Clubs of America (VICA).

COOPERATIVE METHOD OF INSTRUCTION

Students are provided an opportunity to participate in the cooperative method of instruction in the final level of vocational education (occupational) courses. Cooperative Education is a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction by alternation of study in a vocational program at school with paid or non-paid work experience in a related occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. A written plan and student handbook detailing the implementation provisions and maintenance of the cooperative method of instruction shall be developed by the local education agency.

I. VOCATIONAL EDUCATION OVERVIEW

F. SPECIAL PROGRAMS, PROJECTS AND SERVICES

COMPREHENSIVE CAREER GUIDANCE PROGRAM (K-12)

Career guidance is a continuous developmental process of specialized experiences providing students with accurate, effective knowledge that prepares them to rationally consider vocations that will provide personal satisfaction and a desired life-style.

Career guidance activities include: 1) up-to-date information on current and emerging careers; 2) relating interest and aptitudes to occupations; 3) assistance in developing an educational plan which will enhance career aspirations; and 4) development of the work ethic and an awareness of the worth of all work.

Services and resource materials are offered to school districts to assist grades K-12 in the various phases of planning, implementation and staff development relating to Career Education.

CURRICULUM DEVELOPMENT

The Vocational Curriculum Development Section coordinates the development and production of competency based curriculum materials after the service areas have determined curriculum needs and established priorities for development. The curriculum designer in cooperation with the service area supervisor and a committee of teachers develop the materials. Increased emphasis has been placed on the development of competency tests for occupational vocational courses based on program competencies and on competency based instructional materials. Guidelines on the testing program have been developed and disseminated through regional inservice meetings to administrators and teachers in the local school districts.

DISADVANTAGED AND HANDICAPPED

Special programs and services for the disadvantaged students are intended to enable eligible students (defined as academically or economically disadvantaged) to succeed in vocational education by providing extra supportive services in excess of those available to non-disadvantaged students. A major effort is provided in remedial reading, measuring, and calculating to assist disadvantaged students enrolled in vocational education. Special services are also provided for disadvantaged students with limited English-speaking ability.

Special programs and services for the handicapped students are provided to enable students with a handicap (defined as mentally retarded, learning disabled, emotionally, visually, hearing, speech, or orthopedically handicapped) to have access to an appropriate vocational education program. Also, special education assistance is available to enable each handicapped vocational student to complete a program compatible with his or her individual abilities, aptitudes and interests.

VOCATIONAL GUIDANCE, COUNSELING AND PLACEMENT

The role of vocational guidance, counseling and placement services is to provide assistance for the development of the total individual. This development enables the student in making career choices and in making the transition from school to the next step of career development. The role of guidance and counseling is to assist the students in making and implementing career decisions that are consonant with their interests, abilities, needs and available training opportunities. The role of placement is one of matching supply (vocational education completers) with post-high school opportunities (jobs, further training, military, etc.).

PERSONNEL DEVELOPMENT

Special workshops, inservice meetings, conferences and formal courses are made available for vocational educators. All personnel development activities are structured to meet both the professional and technical needs of vocational educators. The formal course work offered may be taken for college credit and/or recertification credit. The formal course work required for the initial certification of Trade and Industrial Education instructors is made available on a regional basis. In addition, the entire staff of selected area vocational centers are trained in the Program for Effective Teaching, which is a staff development model designed to improve the instructional skills of teachers and instructional supervision skills of administrators.

RESEARCH

Applied research is conducted to improve planning and decision-making at the State level. Reliable sources of information to improve the quality of vocational services and programs at all levels are provided. Data are collected for mandated reporting requirements and provide the base for a variety of analyses. Technical assistance is provided to school districts in conducting needs assessments.

SEX EQUITY

Grant awards are made available to secondary school districts and post-secondary institutions for: 1) the provision of programs, activities, and services designed to eliminate sex bias and sex-role stereotyping in vocational education; and, 2) the provision of programs for young women age 14-25 to help them support themselves and their families. Dropout prevention and recovery is a priority area in the projects funded.

SINGLE PARENTS/HOMEMAKERS

Through a competitive grant application process and formula allocation basis, programs, activities, and services are provided for this target population in areas such as day care, transportation, vocational training, basic literacy instruction, counseling, employability skills assessments, outreach/recruitment, job development, job placement and other support services. The purpose is to increase economic self-sufficiency for the client population by servicing those with the greatest financial need. The delivery system consists of secondary school districts, post-secondary technical institutions, and community-based organizations. To facilitate the implementation of the above described program, technical assistance, inservice meetings, print and audio/visual resources are provided to eligible recipients.

JOINT PROJECTS WITH COMMUNITY-BASED ORGANIZATIONS

Federal funds are awarded through a competitive grant application process to joint projects between local school districts and private non-profit community-based organizations which focus on the provision of programs/services for severely disadvantaged youth (age 16-21). These joint projects may include outreach programs, transitional services, prevocational education, basic skills development, career intern programs, guidance and counseling and assessment of needs in serving this target population.

II. PROGRESS REPORT, 1987-88

A. ACHIEVEMENT STATUS OF THREE-YEAR GOALS

The 1987-88 school year marked the final year in the three-year vocational education planning cycle (FY 1986 to FY 1988). Significant accomplishments in relation to each three-year vocational education goal are as follows:

PROGRAM COORDINATION

1. Establish an effective system of coordination with other state agencies/institutions providing manpower development activities relating to economic development in South Carolina.

The South Carolina Department of Education, Office of Vocational Education has established an effective system of coordination with other state agencies/institutions whose responsibilities relate to manpower training and economic development in South Carolina through the following strategies: 1) through provisions of the Employment Revitalization Act of 1986 and provisions of a Joint Memorandum of Agreement between the Office of Vocational Education and the State Board for Technical and Comprehensive Education, an adult vocational education short-term training program was implemented in concert with the technical education system during 1986-87 and continued during 1987-88, 2) information, resources, and personnel were utilized from the Employment Security Commission at both the State and local levels to assist in planning and updating vocational education programs throughout the State, 3) participation in planning sessions and seminars with the State Development Board increased an awareness of the role of vocational education in economic development in the State, 4) participation and coordination with the Area Occupational Training Advisory Committees created by the Employment Revitalization Act of 1986 has enhanced the role of vocational education in implementing the coordination, articulation and cooperation provisions of the Act; and, 5) coordination has been enhanced with other organizations involved in economic development through joint activities with groups such as Chambers of Commerce and private and public occupational associations.

2. Improve the quality and relevancy of vocational education programs and services for incarcerated criminal offenders.

Vocational education instruction, guidance and placement services were provided to 824 adults in the Department of Corrections and 197 youth in the Department of Youth Services during 1987-88.

During the three-year period, two (2) new courses (Custodial/Building Maintenance and Food Services) were implemented and three (3) existing courses (Graphics, Auto Mechanics and Small Engine Repair) were updated at the Department of Youth Services. Also, one (1) new course (Communication Electronics) was implemented and two (2) existing courses (Clerical/Administrative Support Occupations and Automotive Mechanics) at the Department of Corrections were updated.

3. Establish effective relationships between vocational education and the private sector at both the State and local levels.

During the period 1985-86 through 1987-88, seventy-seven (77) area vocational centers/high schools sponsored either a Business Industry Education Day or a Seminar on Building Industry Education Partnership. These functions were effective in enhancing the relationship between the private sector and the local and state levels in some important ways, namely 1) increase in the placement rate of the students who complete vocational education programs, 2) increase in the number of students successfully participating in the cooperative method of instruction, 3) the development and organization of functional program advisory committees and advisory councils, and 4) establishment of forums for local education agencies to identify common concerns, expectations, needs, resources, training programs and interests of education and the private sector.

4. Articulate at least 75 percent of secondary vocational education courses with comparable post-secondary courses at local technical education colleges.

Local school districts/other eligible recipients indicated in their annual vocational education progress report for 1987-88 that articulation agreements had been executed for 910 (57.8%) secondary vocational education courses of 1,574 courses that were comparable with postsecondary courses offered at technical education colleges.

PROGRAM IMPROVEMENT

5. Utilize competency based curriculum materials in all vocational education courses.

Local school districts/other eligible recipients reported in their annual vocational education progress report for 1987-88 that 3,756 vocational education courses, 90.0% of all vocational education courses offered during the year, utilized competency-based curriculum materials.

A handbook titled, *Implementing Competency-Based Instruction in South Carolina* was inserviced to approximately 2,500 vocational teachers and school district administrators and was widely distributed throughout the State.

6. Provide secondary vocational students the opportunity to participate in the cooperative method of instruction in the final level of all vocational education (occupational) courses.

Local school districts/other eligible recipients reported (completion report) that 2,357 vocational students participated in the cooperative method of instruction during 1987-88.

Local plans for implementing the cooperative method of instruction were scheduled for implementation in all schools during the 1987-88 school year. Technical assistance was provided, as requested by local school districts in implementing the cooperative method of instruction.

7. Establish, in concert with local businesses and industries or appropriate institutions of higher learning, a staff development training program designed to update all trade and industrial education teachers in their occupational area.

Pre-service courses for 750 trade and industrial education teachers were offered at Clemson University and South Carolina State College during the 1985-86 through 1987-88 school years.

Staff Development Guidelines for Trade and Industrial Education Teachers was published, disseminated, and staff development sessions conducted during the 1986-87 school year. The booklet provides guidelines, suggestions, and information for organizing staff development programs to keep trade and industrial education teachers abreast of the rapidly changing technology in their fields.

Local school districts/other eligible recipients indicated in their 1987-88 vocational education progress report that 683 (65.7%) trade and industrial education teachers participated in a planned staff development program utilizing business/industry or institutions of higher learning to update their knowledge and skills in their occupational area during 1987-88.

8. Place at least 50 percent of the graduates of occupational preparatory courses, other than vocational agriculture, in the area trained.

A follow-up of vocational program completers for fiscal years 1986, 1987, and 1988, revealed that 75.3 percent were placed in the area trained and an additional 17.7 percent also were placed, but not in the specific area of their training. Thus, a total of 93.0 percent of the vocational completers were placed and only 7.0 percent were unemployed. This translates into the fact that a little more than 9 out of 10 vocational education completers were placed during a time when the unemployment rate in South Carolina for 16 to 19 year old youth was about 18.5 percent.

9. Upgrade instructional equipment in 250 vocational courses in order to provide more relevant vocational training.

As a result of funds available through the South Carolina Education Improvement Act, instructional equipment was upgraded in 583 vocational education (occupational) courses during 1984-85 (315 courses), 1985-86 (138 courses), 1986-87 (96 courses) and 1987-88 (34 courses).

10. Modify or supplement vocational education curricula to include emphasis on related basic academic courses in order to help prepare all vocational students for passing the State high school exit exam in 1989-90.

Staff development sessions were conducted to assist vocational educators with reinforcing basic skills in vocational courses. Over 2,000 vocational educators have participated in a training session. Dissemination of publications relating to integrating basic skills and vocational education has been accomplished.

Two pilot sites have implemented programs for strengthening the basic competencies of vocational completers. Over 1,400 students are participating in this project, which culminates in five years.

In 1987-88 South Carolina established an Applied Communications Advisory Committee comprised of 15 language arts teachers to develop a literature component for each of the modules comprising the Applied Communications course.

11. Improve the quality and effectiveness of vocational education in 60% of the school districts in the State through the evaluation process using the established Program Standards for Vocational Education.

During 1985-86 through 1987-88, the quality and effectiveness of vocational education in 60% of the school districts in the State were evaluated based on the established Program Standards for Vocational Education. The mean percentage of standards determined to be "in compliance" rose from 75.0% in 1985-86 to 85.2% in 1987-88.

II. PROGRESS REPORT, 1987-88

12. Conduct 650 short-term adult vocational education courses to provide skill training or retraining for 28,500 persons.

During the 1985-86 through 1987-88 period, 1,986 short-term vocational education courses were conducted in the State to provide job preparatory skills or upgrading of occupational skills for 28,109 adults. Approximately 75.0% of these adult vocational education courses were conducted at the request of, and specifically for, businesses and industries.

13. Include academic and applied teaching skills requirements in the teacher education certification regulations for trade and industrial education teachers.

In 1985-86 academic and applied teaching skills requirements were included in the teacher education certification regulations for trade and industrial education teachers. In 1986-87 a method for systematically providing the required courses in convenient locations across the State was developed and approved by necessary agencies. In 1987-88 the delivery system was implemented. Areas required include teaching methods, curriculum, classroom management, tests and measurement and behavioral psychology.

14. Conduct 30 funded projects and 75 mini-grants, through local education agencies and technical education colleges, designed to eliminate sex bias and sex-role stereotyping.

During fiscal years 1986 through 1988, 43 funded projects (serving young women aged 14-25) and 106 mini-grants were conducted to eliminate sex bias and sex-role stereotyping.

PROGRAM EXPANSION

15. Implement 25 new vocational education courses designed to meet current and projected employment demand.

As a result of funds available through the South Carolina Education Improvement Act, 182 new vocational education courses (78 courses in 1984-85, 18 courses in 1985-86, 28 courses in 1986-87 and 58 courses in 1987-88) have been implemented to meet current and projected employment demand.

16. Increase the number of secondary vocational education students participating in the cooperative method of instruction by 33 percent.

(Refer to Three-Year Goal #6.)

17. Increase the number of disadvantaged students in secondary vocational education programs that receive supplemental basic academic skills instruction by 33 percent.

The number of disadvantaged students, nearly all of whom are academically disadvantaged, has increased by 9,906 students or 42.4% from 1984-85 (23,316) to 1987-88 (33,222).

18. Increase the number of handicapped students in secondary vocational education programs by 33 percent.

The number of handicapped students enrolled in vocational education and receiving excess cost services has decreased by 1,625 students or 20.4% from 1984-85 (7,972) to 1987-88 (6,347).

19. Implement 45 new consumer and homemaking semester courses.

According to data compiled from the 1987-88 local vocational education progress reports, there were 97 new home economics semester courses added throughout the State, reflecting an enrollment gain of approximately 2,124 students.

20. Implement 45 new business English courses, 30 new business mathematics courses, 15 new data processing courses, and 30 applied vocational education math courses in order to integrate academic preparation with vocational education.

During 1985-86, 1986-87 and 1987-88, 8 new business English courses, 6 new business mathematics courses, 31 new data processing courses, and 33 applied vocational education math courses were implemented.

PROGRAM INNOVATION

21. Implement and evaluate six pilot projects in six local school districts designed to better relate academic learning with practical vocational applications.

During 1986-87, the pilot projects implemented in 1985-86 were monitored and evaluated to assist in accomplishing the goal of strengthening basic competencies of secondary vocational education completers. Two school districts (six high schools and two area vocational centers) are developing a program of studies guide to link the vocational program and non-vocational offerings. Six junior high schools and one high school piloted a semester computerized keyboarding course. In addition, two pilot sites (Lexington Vocational Center--Marketing and Hillcrest High School--Business Education) were established for entrepreneurship education; ten pilot sites were established to evaluate the revised curriculum for Applied Vocational Math.

Two marketing programs (Beaufort High School and Battery Creek High School) are participating in the School Based Enterprise program sponsored by the State Development Board.

22. Implement 30 principles of technology courses in order to provide vocational education students with high thinking, logic, and reasoning skills.

Thirty-five instructors have participated in a three-week workshop sponsored by the Office of Vocational Education for the implementation of the Principles of Technology.

Forty-four grant awards have been issued to implement the Principles of Technology course.

23. Revise the Industrial Arts curriculum to include current technological processes and procedures utilized in industry.

A new Industrial Technology Education curriculum (draft), developed in conjunction with Clemson University and 63 vocational educators from around the State, was distributed to all local school districts during 1986-87. This new curriculum was piloted and updated/revised during 1987-88 for full implementation in 1989-90. Thirty-four schools have been funded with EIA grants to upgrade equipment. Pilot sites have been established at Rivers Middle and Wando High in Charleston County School District, Greer High in Greenville County School District and Edwards Junior High in Pickens County School District.

Industrial Technology Education was adopted as a new vocational program and new teacher certification requirements were approved by the State Board of Education in 1986-87. Ninety-eight instructors have attended a special institute to update their certification to teach this course.

24. Develop, implement, and evaluate a joint enrollment program in three locations, which would allow qualified vocational education students to enroll in post-secondary technical education courses while still in high school.

As a result of the passage of the South Carolina Employment Revitalization Act of 1986, the goal was referred to the local Area Occupational Training Advisory Committee for implementation.

25. Train all vocational teachers in six vocational education centers in the Program for Effective Teaching in order to improve vocational instruction.

During 1985-86, 1986-87 and 1987-88, 206 vocational teachers and administrators at 9 area vocational centers (Union County Vocational Center, Chester County Career Center, Calhoun-Orangeburg Vocational Education Center, Kershaw County Vocational Center, Floyd D. Johnson Vocational Education Center, Fairfield County Vocational Center, Colleton County Vocational Center, Florence I Area Vocational Center and Abbeville County Career Center) were trained in the Program for Effective Teaching (PET).

26. Conduct 15 funded projects in local education agencies, technical education colleges, and community-based organizations to serve the identified needs of single parents and homemakers.

From FY 1986 through FY 1988, 5,434 (Secondary and Community-based organizations--1,609, Postsecondary--3,825) students participated in single parents/homemakers programs which were offered in school districts, community-based organizations, and the 16 technical colleges throughout South Carolina. Forty-eight programs were located at technical colleges, ten (10) programs were located in school districts, and twenty-two (22) programs were located at community-based organizations. A total of 80 projects were funded.

PLANNING AND ACCOUNTABILITY

27. Assess annually, at both the State and local levels, the progress made toward the achievement of all three-year vocational education goals and initiate appropriate corrective measures.

A system was developed and implemented in 1985-86 for establishing baseline measurements and annually reporting the achievement status of three-year vocational education goals.

Local annual progress reports, detailing accomplishments in relation to approved local three-year vocational education plans, were submitted to the Office of Vocational Education by local school districts/other eligible recipients on August 15, 1986, August 14, 1987, and August 15, 1988.

28. Conduct a comprehensive assessment of vocational education needs and develop three-year (1989-91) vocational education plans, at both the State and local levels.

Local school districts and other appropriate agencies conducted a comprehensive vocational education needs assessment, prepared a local five-year/annual vocational education plan and submitted the local vocational education plan to the Office of Vocational Education by August 15, 1988.

II. PROGRESS REPORT, 1987-88

B. PERSONS SERVED, 1987-88

1. Vocational Education Enrollment

VOCATIONAL PROGRAM AREA	1987-88 SECONDARY ENROLLMENT
AGRICULTURAL EDUCATION	6,518
BUSINESS EDUCATION	44,091
HEALTH OCCUPATIONS EDUCATION	1,311
OCCUPATIONAL HOME ECONOMICS EDUCATION	1,795
MARKETING EDUCATION	3,722
TRADE AND INDUSTRIAL EDUCATION	20,242
CONSUMER AND HOMEMAKING EDUCATION	21,779
INDUSTRIAL TECHNOLOGY EDUCATION	3,724
PREVOCATIONAL EDUCATION	<u>10,862</u>
TOTAL	114,044

2. Special Populations

DISADVANTAGED

A total of 32,996 economically and academically disadvantaged students were enrolled in secondary vocational education programs during 1987-88. The 1987-88 enrollment of these students reflects an increase of 2,248 or 7.3% over that reported for the previous school year. Also, 226 limited English proficiency (LEP) disadvantaged students were enrolled in secondary vocational education programs during 1987-88. Special services and assistance were provided to these students to enable them to succeed in vocational education programs.

Disadvantaged students enrolled in vocational education during 1987-88 were represented in all vocational program areas in approximately the same proportions as that for all vocational education students. This enrollment distribution demonstrates that disadvantaged students were provided equal access to the full range of vocational education programs in the State.

HANDICAPPED

A total of 6,347 handicapped students were enrolled in secondary vocational education programs in the State during 1987-88. This enrollment reflects the continuation of a decrease in handicapped vocational education students receiving excess cost services over the past three years (reduction of 1,625 handicapped students or 20.4% since 1984-85). It is felt that this decrease may be due to data collection improvements made during this period, which resulted in more accurate reporting of unduplicated enrollments, and also to the overall decrease in secondary vocational education enrollment since 1984-85. The proportion of handicapped vocational enrollments to total vocational education enrollments varied by less than 1.0% for this same period (6.46% in 1984-85 to 5.57% in 1987-88).

A significant number of handicapped students were enrolled during 1987-88 in each of the nine vocational program areas, indicating that these students were provided access to the full range of vocational programs offered in the State.

SINGLE PARENTS/HOMEMAKERS

During 1987-88, 1,917 students participated in Single Parents and Homemakers programs. Nearly 62.0% of these enrollments (1,192) were in programs offered at the postsecondary level through the State's 16 technical education colleges (16 programs). The remaining 38.0% of the enrollments (725) were in programs offered by public school districts (5 programs) and community-based organizations (7 programs). The range of services provided these students varied greatly depending upon the delivery system and individual client needs. However, the types of services provided included assisting clients with career planning, life-coping skills, cognitive process development, employability skills, academic skills remediation, and job skills training to enhance marketability for employment. The program components included: 1) outreach-publicity and recruitment; 2) counseling, job development and job placement; 3) job skills training; and, 4) child care services and transportation.

SEX EQUITY

Under the sex equity program, consistent with the Carl D. Perkins Act of 1984, two major emphases were addressed. One was the goal of eliminating sex-bias and sex-role stereotyping of vocational education programs while the other goal was designing programs to meet the special needs of young women, aged 14-25 to enable them to support themselves and their families.

Under the first initiative, 34 mini grants were funded which provided a variety of activities in local education agencies. These activities included field trips to worksites of persons performing nontraditional jobs, development of multifaceted public relations programs, implementation of inservice training programs and workshops for faculty, promotion of sex equity through bulletin board competitive events among clubs (VICA, DECA, FBLA, FHA, and FFA), targeting the community through a parental awareness program, sex-fair curricula development activities, dissemination of newsletters concerning the latest theories and research in the areas of female adult development and gender differences, improved placement strategies for students enrolled in nontraditional programs, development of student handbooks emphasizing nontraditional course offerings, surveying employers that hire women in nontraditional fields, implementing seminars on women in management and designing a program to provide for entrepreneurship education.

The second program under the sex equity program was designed for young women, aged 14-25 and is similar to the single parents/homemakers program in types of services funded. These programs, however, particularly targeted the pregnant teen and teen parent to enable their completion of high school and continuation beyond. Provision was made for transportation and dependent care services. A total of 19 programs were implemented during 1987-88.

Under the first initiative, the sex equity impact based on project location enrollment during 1987-88 was 10,944 students at the secondary level and 32,334 students in technical colleges. Forty (40) prevocational teachers were enrolled in a special course for elimination of sex stereotyping through prevocational education. This course was conducted by a 4-year college. Under the second program, activities impacted upon 5,028 students at the secondary level and 27,250 students in technical colleges. A 4-year college provided services to 23 schools in nine school districts for the targeted population. A total of 1,673 potential dropouts or dropouts participated in these programs through enrollment and/or supportive services provided.

INCARCERATED CRIMINAL OFFENDERS

Federal funds under Title II - Part A of the Carl D. Perkins Vocational Education Act are allocated to the South Carolina Department of Corrections and the South Carolina Department of Youth Services to provide vocational education programs and services for this target population. During 1987-88, 1,021 incarcerated criminal offenders were enrolled in vocational education programs, nearly all of which were identified as either economically and/or academically disadvantaged.

II.PROGRESS REPORT, 1987-88

C. EXPENDITURE OF FUNDS UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

Title/Part of P.L. 98-524	Proposed Federal 1)	FY 1988 EXPENDITURE OF FUNDS 2)		
		Federal	State/Local	Total
Title II - Basic Grant	\$13,755,208	\$13,657,671	\$19,456,069	\$33,113,740
1. State Administration	962,865	882,842	882,842	1,765,684
2. Sex Equity	60,000	52,849	-0-	52,849
Title II - Part A Voc. Ed. Opportunities (57%)	7,291,636	7,375,018	8,928,364	16,303,382
1. Handicapped (10.0%)	1,279,234	1,236,488	1,236,488	2,472,976
2. Disadvantaged (22.0%)	2,814,316	2,918,238	2,918,238	5,836,476
3. Sex Equity (3.5%)	447,732	469,171	1,502	470,673
4. Single Parent/Homemaker (8.5%)	1,087,349	1,115,078	-0-	1,115,078
5. Adult Training/Retraining (12.0%)	1,535,081	1,520,627	4,761,582	6,282,209
6. Incarcerated (1.0%)	127,924	115,416	10,554	125,970
Title II - Part B Program Improvement, Innovation & Expansion (43%)	5,500,707	5,346,962	9,644,863	14,991,825
1. State Level Purposes	1,788,177	1,547,648	36,721	1,584,369
a. Technical Assistance	955,367	833,403	-0-	833,403
b. Research	146,439	148,173	-0-	148,173
c. Curriculum Development	424,736	321,509	-0-	321,509
d. Personnel Development	261,635	244,563	36,721	281,284
2. Allocation to Eligible Recipients	3,712,530	3,799,314	9,608,142	13,407,456
a. Guidance and Counseling	828,370	1,473,425	2,402,836	3,876,261
b. Other Purposes	2,884,160	2,325,889	7,205,306	9,531,195
Title III - Special Programs	648,252	720,022	6,885,441	7,605,463
1. Part A - Joint Projects - CBO's	101,698	148,631	11,136	159,767
a. State Administration	10,170	11,136	11,136	22,272
b. Eligible Recipients	91,528	137,495	-0-	137,495
2. Part B - Consumer & Homemaking Education	546,554	571,391	6,874,305	7,445,696
a. State Administration	32,793	32,793	32,793	65,586
b. State Leadership	85,265	49,434	-0-	49,434
c. Teacher Education	76,878	57,508	85,737	143,245
d. Curriculum Development	23,679	28,723	-0-	28,723
e. Eligible Recipients	327,939	402,933	6,755,775	7,158,708
Existing Voc. Ed. Programs	—	—	41,501,675	41,501,675
Other Programs*	—	—	1,196,750	1,196,750
GRAND TOTAL	\$14,403,460	\$14,377,693	\$69,039,935	\$83,417,628

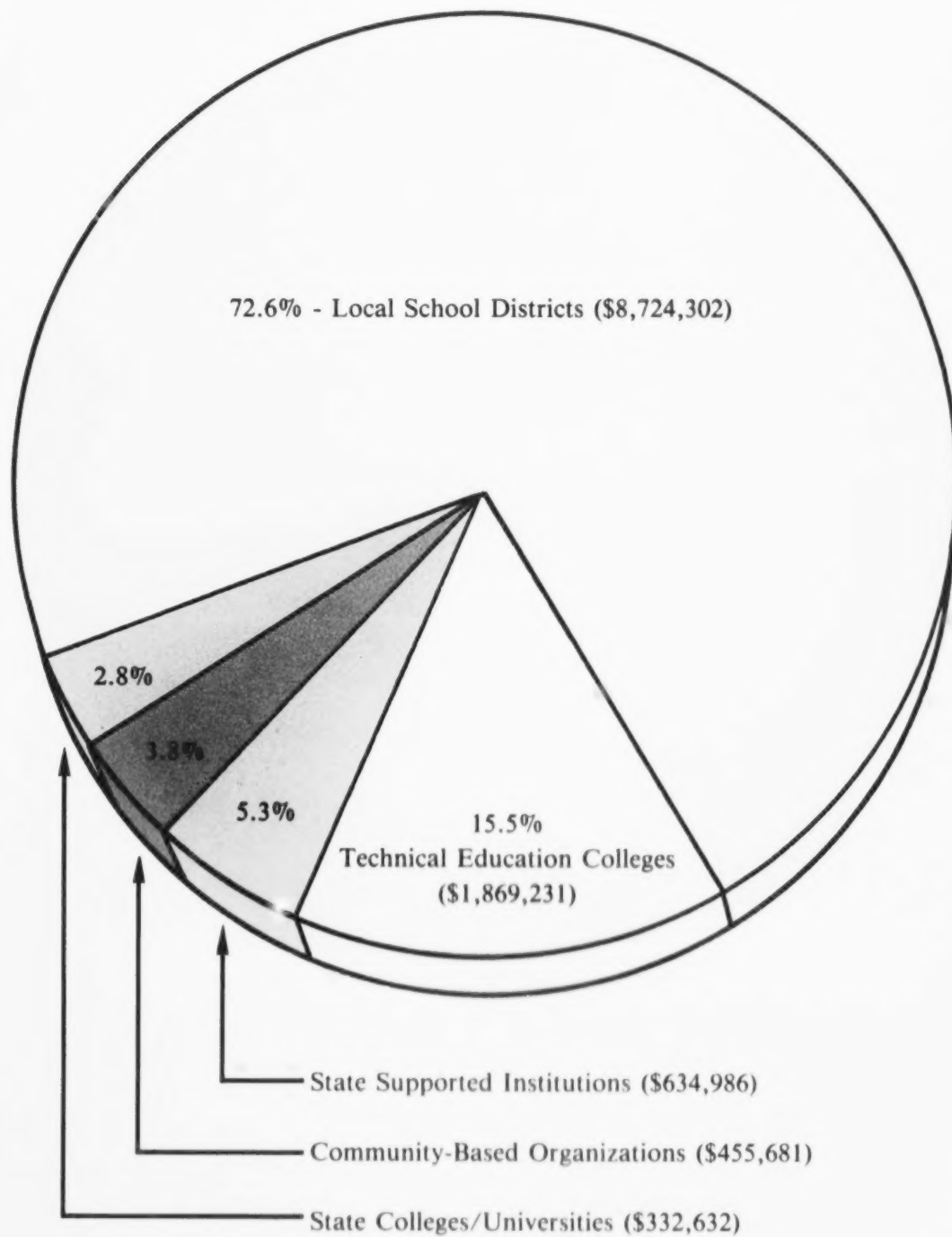
1) Based on actual Federal Grant Award for 1987-88.

2) Preliminary expenditures for FY 1988 (includes FY 1987 Federal funds carried forward and expended in FY 1988).

* - Agricultural Education Inservice, Agricultural Education Twelve Month Programs and Licensed Practical Nursing Programs.

1987-88 EXPENDITURE OF FEDERAL FUNDS **BY TYPE OF ELIGIBLE RECIPIENT**

TOTAL EXPENDITURE - \$12,016,832



STATEMENT OF NON-DISCRIMINATION

The South Carolina State Board of Education, acting in accordance with the provisions of the Civil Rights Act of 1964, has adopted the following policy and a non-discrimination policy in accordance with the regulations of the U.S. Department of Education. It is hereby declared that no person in the state of South Carolina shall be discriminated against on the basis of race, color, sex, religion, creed, national origin, and economic status. No person shall be discriminated against on the basis of race, color, sex, religion, creed, national origin, and economic status in any federally funded program or activity for which the South Carolina State Board of Education is responsible or for which it receives federal assistance from the U.S. Department of Education.

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